

LEVEL 7 ASSESSMENT SPECIFICATION

Module:	Astrology: History, Spirit and Soul		
Module code:	HPCA7031	Contribution to Overall Module Assessment (%):	60%
Lecturer:	Frances Clynes (module tutor) Nick Campion	Internal Verifier:	Essays will be first marked and moderated by the module team
Assignment Title:	A 4500 word essay written on a topic within the subject area	Word count (or equivalent):	4500 words
Submission deadline:	5 January 2027	Return date of provisional marks & written feedback:	26 January 2027
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): N/A Late submission of the assessment will result in a late penalty mark. Work which is submitted up to 1 week late will be capped at 50% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

(from module syllabus)

AIM(S)

- To explore the cultural history and development of astrology, particularly western astrology, and changing fashions in the historiography of astrology and to examine theories of the relationship between psyche and psychology, and the stars, planets, and sky and cosmology, and their application.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate a sophisticated understanding of the philosophical context of the principal strands of thought and practice in the development of astronomy, astrology or cosmology in the western tradition to the present day, with particular reference to theories of psyche and soul;
- critically analyse the relationship between primary source texts and secondary sources, within an understanding of the contested and provisional nature of documentary evidence

TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☐ No ☒
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☐ No ☒
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒

PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☒ No ☐

****In summary, you are only allowed to use Generative AI for proof-reading. Any other use counts as unfair practice. You must consult the advice on using AI in the MA Writing Guide**

Essay Directions

4500 word essay written on a topic within the subject area (60% of total marks).

YOU MUST WRITE THE ESSAY TITLE EXACTLY AS GIVEN AT THE HEAD OF YOUR ESSAY

For this assignment you should write a 4500-word essay on one of the following titles:

ESSAY QUESTIONS - Choose ONE question

NB. Further Directions on Essay Topics and Writing will be given in seminar discussions

1. Are attempts to reform astrology an important part of its history?
2. Did Babylonian astrology survive in the modern world?
3. Taking one period of astrology, consider whether it assumed that the future was negotiable or fixed?
4. Discuss the contribution of classical Greek to astrology in the twentieth and twenty-first centuries.
5. Consider the impact of non-western astrology (for example, Persian, Islamic, Indian, Chinese) on western astrology in the post-classical world (after 500 CE).
6. Did belief in astrology decline in the 17th century?
7. Do astrologers have a theory of history?
9. Do the roots of modern psychological astrology lie (a) in the Renaissance or (b) in the classical world?
9. Assess the impact on the development of psychological astrology of one modern (post 1800) psychologist or psychological astrologer.
10. Taking one period, or culture critically examine views of the soul on the theory and practice of astrology. Choose ONE of the following: the classical world, Medieval Europe, Renaissance Europe, modern Europe (post 1800), India or China.
11. Critically explore the impact of theosophical cosmology on 20th and 21st century astrology.

Please note: in Assignment 2

you MUST

- make use of the academic resources on JSTOR.
- make use of other digital resources in the University Library
- make use of primary sources
- refer to historiographical problems
- consider and acknowledge varying definitions of astrology

you MAY

- use material on the history of astrology in different cultures.
- may make use of any course material you have covered in other modules

Essay Guidance

Please refer to the MA Essay Writing Guide and the MA Referencing Guide.

Instructions for uploading essays are in the MA Essay Writing Guide, but please note the following:

1. Please name your word document

First Name - Last Name – Module Code – Assignment

For example

Nick Campion – HPCA7017 – Essay 2

Please do not write your full essay title. First, it's not necessary and, second, long titles can make it difficult to transfer essays between different folders.

2. How to write your title for essay 2 at the top of your essay:

Write the title exactly as given in the title list above

3. You must attach a MA Essay cover sheet to the front of your essay. This is also on the MA CAA Home Page on Moodle

4. You must upload your essay as a Word doc, NOT a PDF.

5. Word length:

You should stay within 5% of the required word length. Footnotes and bibliographies are not included in the word count.

Use of the University Library and Academic Databases

You are expected to make use of the electronic resources, such as ebooks and ejournals available through the University library. You are expected to use a minimum of **four** relevant academic papers or book chapters from the University Library. You should also use other accessible academic databases, especially *Culture and Cosmos*.

ESSAY TOPIC GUIDANCE

General guidance: all the following essays are phrased in broad terms. It helps to focus on a particular strand of theory and practice, or time period. Be sure to use a balance of primary and secondary sources. Remember to avoid repeating facts of listing information. You are always expected to critique and analyse the evidence.

The title of the module is Astrology, History, Spirit and Soul. **Whatever essay title you choose you are expected you to consider astrology's relationship with psyche and soul, what it has to say about the inner world.**

In your use of primary sources be sure to use texts in which astrologers delineate the meanings of astrological factors, as well as their theoretical statements about astrology.

1. This essay requires an understanding of attempts to reform astrology within the history of astrology, either by individual astrologers or by schools of thought in astrology from any time period. Make sure you clearly identify who was attempting to reform astrology and why, situating this within the time period in which they lived. What was the motivation, whether philosophical, or technical, behind such attempts and what was their context, and were they successful?

2. This essay considers whether Babylonian astrology died out in the classical period, a common assumption amongst some historians. One key feature of this question is the nature of Babylonian astrology, whether technically and/or theoretically. The question of whether it died out can be answered by looking at its survival in any subsequent period. For example, are key characteristics of Babylonian astrology evident in the classical period, or the Renaissance, or even the modern period? You need to identify these characteristics and then see if they are or are not present in later periods.
3. This essay requires close attention to what the theory and practice of medieval astrology indicated about attitudes to the future. Was the future seen as fixed, or was it considered dependent on individual and/or collective action that could, in some way, change the expected course of events? Is there a fate which can be negotiated? You are expected to refer to and discuss theories of fate.
4. Greek astrology, which we can define broadly as any astrology written in Greek, or written in Latin but using Greek theory and technique, up to around the year 600 CE, is generally said to have laid the foundation for all subsequent Western astrology. According to most historians it also had a substantial influence on Indian astrology. This essay requires an examination of both Greek astrology, drawing on texts from the period, along with some characteristics of twentieth or twenty-first century astrology in order to consider whether any fundamentals of Greek astrology have survived.
5. This essay requires a consideration of how non-western astrology (for example, Persian, Islamic, Indian, Chinese) impacted on western astrology in the post-classical world (after 500 CE). This essay requires an examination of one system of non-Western astrology and then, drawing on evidence, consider how it influenced Western astrology after 500 CE, either by examining the evidence from technical and/or theoretical texts.
6. Historians agree that western astrology went into a sharp decline in the seventeenth century. But what is the actual evidence for this statement, and how correct is it? You can treat this in a broad sense and consider the Western and Eastern worlds, or focus on a sole territory, such as England or France or Germany.
7. Astrologers have often written about the past, advised powerful rulers, and speculated on the future of the world. From the evidence in texts on the theory and practice of astrology, is it possible to say that there is an astrological theory of history? This essay invites you to consider whether this is the case and what its theory, technical assumptions and uses may be.
8. Psychological astrology (an astrology concerned almost exclusively with personality and/or psychology) became a, or the, dominant form of astrology in the twentieth century West. But does it have earlier roots. Taking key claims in psychological astrology you need to find out if these are present in the Renaissance (c 1400-1700) or the classical world (c. 400 BCE – 600 CE).
9. This essay allows you to either (a) focus on the work of one psychologist and explore their influence on twentieth century astrology, or (b) explore the ideas of one psychological astrologer considering whether they are original and innovative. While the task in each case is to focus on one individual you may well need to bring in others for comparison.
10. For this essay you can choose any one theory of the soul and explore how it was, or is, expressed, in the astrology of one of the cultures specified.
11. The Theosophical Society brought an explicit belief in (a) the primacy of the soul over matter and (b) reincarnation into western thought. Using the work of one or more modern astrologers, explore how Theosophical cosmology is evident in their work.

In the information that follows you need only follow the paragraphs headed *Guidance specific to this assessment*:

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

Note to students: please follow the factors listed under *Guidance specific to this assessment*, on which your marks will be based. Also, please note that the five categories overlap. We have therefore identified check-list of key factors according to which your essay will be marked.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

In this essay you are expected to use a wide range of both primary and secondary sources, recognising the difference between the two.

Secondary sources may be drawn from the required reading for the module but please note that you **must** also use at least **four** JSTOR papers. You can also use other databases such as *Culture and Cosmos*. You are expected to use some secondary sources published within the last five years, but in some areas the scholarship related to the subject area is slight and it will not always be possible. Your markers will understand this. It is much more important that you can evaluate and consider the secondary sources you are using, as part of your essay.

You must also make effective use of primary sources, which provide the raw evidence for your examination of the question.

Consult the MA Essay Writing Guide for advice on evaluating the reliability of secondary sources.

Check list: your essay should:

- Include a suitable range of primary sources
- Engage critically with a range of primary sources
- Include a suitable range of secondary sources
- Engage critically with a range of secondary sources.

Regarding the statement in the guidance that 'Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older.', you are expected to be aware of current developments and if you use older works it is important to be aware in your writing of the date of publication as this provides context for past ideas and the development of the field. For example, a work published in 1940 may include important ideas of information, but which may have been superseded.

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

In this essay you are expected to report historical and contemporary information accurately and with understanding and make reference to major protagonists in the field. You are expected to frame primary sources within the theoretical perspectives presented in the secondary sources, and consider whether evidence from the primary sources gives grounds for questioning assumptions and conclusions in the secondary sources. and make reference to major protagonists in the field

Check List: your essay should:

- Refer to the historiographical material included in the module
- Report historical and contemporary information accurately and with understanding
- Understand theoretical perspectives in the secondary literature, and apply them to the historical and contemporary information
- Understand and report on any theoretical perspectives within the primary sources,

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

The In this essay you are expected to reach conclusions on the basis of the evidence. Such conclusions can occur throughout the essay as you comment on the primary and secondary sources, and will also be summarised in the final conclusion to your whole essay. You should allow the evidence to lead you and be prepared to change any preconceptions you had when you began your reading for the essay or research, and follow a coherent and open-ended inquiry, led by the evidence. You need to evaluate competing arguments and recognise the problem of contested or incomplete evidence: for example, all conclusions are provisional. You are also expected to critique the secondary sources, showing a critical and analytical attitude, debating and discussing competing evidence, theories and opinions. For example, are the secondary sources, consistent or are they flawed? Do they report fairly on the primary sources? You should understand that, while it is important to give information, to write an essay in which all you do is describe information is inadequate.

Check list: your essay should:

- Display a critical and analytical approach
- Reach a reasoned and balanced conclusion based on evaluation of the nature and scope of evidence presented

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating

your understanding of how the boundaries of knowledge are advanced through research and/or application. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

Guidance specific to this assessment:

In this essay the need for practical skills will be satisfied by a demonstration of your use of academic archives and databases, and your ability to search for and locate primary sources. You are expected to be able to analyse the material you are studying and to have an appreciation of the concepts and theories within which the material relating to the module content is framed, formulated and understood. The individual criteria listed under practical skills are considered under the other four marking criteria.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

In this essay you will be marked on your writing skills, as these are the basis of your ability to communicate. We therefore expect your essay to

- Have a clear and coherent structure
- Include a clear introduction, setting out the question, providing an academic rationale, and stating your approach
- Be fluently written, avoiding grammatical and punctuation errors
- Include clear and thorough referencing and a bibliography according to the required format

You should follow the guidance in the MA Writing Guidelines.

Check List Summary

Your Essay should

1. Engagement with Literature Skills

- Include a suitable range of primary sources
- Engage critically with a range of primary sources
- Include a suitable range of secondary sources
- Engage critically with a range of secondary sources.

2. Knowledge and Understanding Skills

- Refer to the historiographical material included in the module
- Report historical and contemporary information accurately and with understanding
- Understand theoretical perspectives in the secondary literature, and apply them to the historical and contemporary information
- Understand and report on any theoretical perspectives within the primary sources

3. Cognitive and Intellectual Skills

- Display a critical and analytical approach
- Reach a reasoned and balanced conclusion based on evaluation of the nature and scope of evidence presented.

4. Practical Skills

5. Transferable Skills for Life and Professional Practice

- Have a clear and coherent structure

- Include a clear introduction, setting out the question, providing an academic rationale, and stating your approach
- Be fluently written, avoiding grammatical and punctuation errors
- Include clear and thorough referencing and a bibliography according to the required format

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

PLEASE NOTE. All Feedback will be given on Turnitin, not on the form below

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	30%	
2. Knowledge and Understanding Skills		
	20%	
3. Cognitive and Intellectual Skills		
	20%	
4. Practical Application Skills		
	0%	
5. Transferable Skills for Life and Professional Practice		
	30%	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (50% Max)

Over 1 week late (0%)

50%

GENERIC ASSESSMENT CRITERIA

Level 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They will have the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and	Major gaps in knowledge, and	Gaps in knowledge, with	Limited knowledge and	Knowledge is accurate and	Knowledge has a well-defined	Excellent mastery of a	Exceptional mastery of a

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	systematic understanding of the concepts and principles within the subject area, which, to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship. A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant.	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
judgements in the absence of complete data.)	judgements. Unsubstantiated generalisations, made without use of credible evidence.	generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	creativity. Ability to make sound judgements based on data (that may be incomplete)	and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or

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Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
	unpredictable contexts.	making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	Evidence of originality and creativity.	advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
approach; clarity and effectiveness in presentation and organisation.)	the skills required in professional, postgraduate employment.	initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	employment skills.	conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	professional, postgraduate employment skills and a strong appetite for further development.